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WHAT ARE THE EFFECTS OF A MARKING SYSTEM?

Read before the Plymouth County Teachers' Association at West Bridgewater, June 5th, by Miss Mary R. Goodridge, of the Plymouth High School.

I SHOULD hardly have presumed to accept the opportunity offered me of opening this discussion, had not the subject been much in my mind of late, and had there not been certain points connected with it, which I greatly desired should be brought into the discussion.

I have had some years' experience — partly in a Grammar School, of which I had sole charge, and partly in a High School, where I have only to mark my own classes, — of a system of marking required by the school committee. We mark upon a scale of 5, giving each recitation from 5 to 0, according to our judgment. Every month, each scholar takes home, for his parent's signature, a report which gives his percentage of the whole number of credits. At the close of the year, his average percentage is added to his percentage of correct answers at the written examinations, the sum divided by 2, and on this result his promotion depends. Deportment is taken into consideration, in the daily marking, but with that, I have, at present, very little to do, an exemption for which I cannot be sufficiently grateful — for, it seems to me, every

difficulty in the way of marking recitations is increased tenfold when one tries to mark deportment.

The merits of a marking system are obvious. Scholars are certainly stimulated by it. The most idle and indifferent will not study any harder under its influence, and the brightest and most studious will do well enough without it, but, between these two classes, the great mass of healthy, happy, careless boys and girls need some such stimulus and are benefited by it.

It greatly simplifies the matter of deciding upon the promotions. With figures to show the result both of the year's work and of the examinations, the decisions are made easily enough, and, one would think, with as nearly absolute justice as can be attained by human means.

Marking serves also as a fence for such discursive teachers as attempt too much, or are inclined to lead their pupils too far into the flowery fields that stretch away on either side of the stony road, in which their feet should plod. Whether it does not fence us in too narrowly, is sometimes a question in my mind.

So well does a marking system of some kind answer these various purposes, that I, who have come to feel great objections to it, do not know at all what to substitute in its place. In giving utterance to the dissatisfied thoughts that have been thronging in my mind, I ask only to be convinced that there is no cause for them, or, where such cause does exist, to be shown how to remove it.

One objection that presents itself to my mind very strongly, as often as once a month, is the stupefying hours that must be spent in making out the reports. It is not work that tends at all to the development of one's intellectual nature. No one knows, who has not had it to do, into how nearly an idiot it is capable of transforming an ordinarily bright man or woman. However, all that goes for nothing, with certain other stultifying tendencies of a teacher's life, if it can be proved that the results are worth the pains.

But aside from the reports, a marking system uses up an immense amount of the teacher's time and ingenuity and nervous force. It is no slight matter to decide every hour in the day,

which of the six marks from 0 to 5, each scholar justly deserves. Are we to decide upon their own reports? To my mind, any system of *habitual* self-reporting that I ever saw practised, is simply and utterly atrocious. Are we to inspect the examples and written exercises of each scholar? If a teacher is good for anything her time and health are worth too much to the community for her to spend more than an hour a day on that sort of work. Are we to call upon each scholar to recite some portion of the lesson and mark him simply for the manner in which he recites that? He may fail utterly, this being the only passage on which he is not perfectly prepared; or he may recite it with great glibness, a hasty glance, — as it happened, at that particular passage, — being the only preparation he has made for the recitation. No one of these methods will do as a habit. We must use them all, and many more; and is it not possible that we might expend to better purpose in simple teaching, the time and wit it takes to invent new, and vary old, methods of deciding upon the marks?

A marking system, in promoting emulation among the scholars, excites envy and jealousy to a most lamentable degree, unless the teacher recognizes the danger and exerts her influence most earnestly against it. One of my girls had been much impressed with the story that Thackeray kept a picture of St. George and the Dragon hanging in his room, reminding himself every morning that he had two dragons to fight, Indolence and Luxury; — and had decided that her two dragons were Untruthfulness and Jealousy — two very hard dragons to fight, when one's ambition is excited. She said to me, one day, "If I went to a school where they did not mark, I don't think it would be so hard, but, here, it seems as if the marks were all the time fighting on the dragon's side."

However, I think this danger is greatly lessened in our school since we gave up self-reporting, and the scholars no longer know each other's marks; while still there is as much emulation as is healthful.

A marking system increases the temptation to falsehood. It is because it renders this temptation so irresistible, that I utterly condemn self-reporting. Some say the way to make a scholar honest is to trust him. I believe in trusting him just so far as he is

capable of meeting the trust. But to put in the way of a little earth-born child a temptation that an archangel might possibly resist, and then leave him alone to overcome that temptation, is to render one's self liable to a penalty worse than being thrown into the sea with a millstone about one's neck.

A boy attending a grammar school said to me once, "We have got the bulliest teacher now we ever had. He's not all the time watching us and treating us as if there were no good in us. He trusts to our honor." I almost envied the teacher of whom his boys so spoke, and for years looked up to him as one whose moral influence upon his scholars was most salutary. It was quite ennobling to hear him talk of the relations which should exist between teacher and pupils, and the degree of trustworthiness to which children might attain, simply by being trusted. But he dilated upon his theory to his pupils, and then left it to do its work upon them. He took their own reports in everything, almost never calling one in question. He was beloved by his pupils and revered by their parents, and the first thing that raised a doubt in the minds of the community in regard to the perfect efficacy of his system, was the report of the high school teachers, that of the scholars from seven to eight grammar schools, his were the most expert and incorrigible cheats. A curious, and, I think, one of the worst features of the case was that the children themselves were half unconscious of it, and almost as much surprised as the rest of us at their teacher's failure. The community laid it to innate depravity. I lay it to excessive opportunity.

I think a thoroughly earnest and wide-awake teacher, starting with this man's theory, and the popularity it gives in school, watching its effects closely, giving a word of encouragement here and of warning there, reminding the pupils often they are upon their honor, letting them see that though he wishes to believe them, he can yet detect and refuse to receive a false report, might train his pupils to the utmost conscientiousness, and do a work for them which could never be undone, and for which they would always be grateful to him. I know a lady whose scholars, grown women now, cannot be convinced that self-reporting is not good discipline, because she, by some such method, trained them into the strictest

regard for truth. But it is a hazardous experiment for an ordinary teacher to try.

It is a terrible strain on brain and nerves — to say nothing of heart, which almost breaks with that of the disappointed applicant, sometimes, — to settle all the questions that will be brought to you, if you manage self-reporting in some such way, but no teacher who cannot endure the strain ought to allow the practice even occasionally. It takes all there is of you to decide sometimes whether a certain recitation may not be marked five, or whether another most deserved three or four, — how can the child decide it promptly and unaided, swayed as his small judgment is by the powerful motive of self-interest?

Look at the temptation for a moment. A child has been promised a reward at home — as is very often the case — if he stands highest in his class this month. He has made a very little mistake — perhaps the teacher would not take off one for it — it is very likely she would, but he feels a little honest doubt on that point; she may not remember that he made it, and as for his classmates, they cheat themselves, sometimes. His name is called while he is still turning the matter over in his mind, he reports five, turns hot and cold, and does not dare look up; but the teacher does not remember, his classmates take no notice, and he goes out of the room, whispering to his conscience that it was not a lie, after all, so little a mistake as that. But later in the day the same temptation occurs again, and again the next day; and, little by little, his conscience allows him to overlook greater and greater mistakes, till at last his deceptions are only limited by the watchfulness and sharp-sightedness of the teacher. Or, if he is morbidly conscientious, as there are always some who are, he will report four, feeling that he deserves five better than some who have reported it, and leaves the room with his heart swelling under a bitter sense of injustice, that does him almost as much harm as a falsehood would have done.

One day, a little girl in one of my history classes, who, I knew, was straining every nerve to attain a high standing for the month, reported four in answer to her name. I took down the number without thought at the time; but as the class was passing out, it

occurred to me that she had recited particularly well, and I had praised her for it. So I called her to me, and asked her why she had not reported perfect. She reminded me that I had asked one question she could not answer. It was a question I had not considered in the marking, having asked it merely to test the general information of the class, and I told her so. "Well," said she, with a little, happy sigh, "I did not feel quite sure, and I thought it would be kind of honest to take off one." She had not been an eminently truthful child, but, I honestly believe, was trying to become so, and had just achieved a great step in that direction; but my heart sank as I wondered what would have been the effect upon her impulse if I had not discovered her mistake, and she had found herself ranked below those who had not recited so well, but had reported less conscientiously. And how do I know how many just such disappointed, little struggling souls went out from before me every day, — or still do, for that matter? A teacher, no more than other men and women, can look into the child's mind and heart, can know how the time has been spent that should have been given to the lesson, nor what struggle may be going on between honesty and ambition; and it is one of the necessities of her human nature that she should make mistakes. She will only qualify herself for a lunatic asylum if she sets herself to avoid them altogether. Marking or no marking, self-reporting or none, there will be injustice done, — but marking increases the danger, and self-reporting makes it desperate.

I am speaking of marking recitations. I am clear in my own mind, that I should never mark deportment, unless in the broadest and most general way. There are few here, I presume, who do not agree with me that it is impossible that deportment should be correctly marked from the reports of the scholars themselves. If they are fairly honest, how many of them can remember the exact number of times they have whispered during the day, or can judge of their other actions, whether or not they are compatible with good deportment? It is my theory that want of judgment and of accuracy has as much to do as want of honesty with false reports, both of deportment and of recitations. But most teachers do not depend upon self-reporting. They mark what they see, and feel

that, at least, the children have not added a lie to their other crimes. But a good instructor does not see all that is going on in the school-room. If he is sufficiently alert, ever so slight an unusual noise will attract his attention, let him be as interested in the recitation as he may; but those are not the worst boys and girls who make the most noise at their mischief, and very often a boy is marked for laughing when it was impossible for a boy constructed on the ordinary physical plan to help laughing, while the boy who made him laugh, pulls a triumphant face at him behind the teacher's back, having escaped the mark himself. Even by the most vigilant and sharp-sighted teachers, a frank, good-hearted, noisy boy is sent home with a terrible "Bad," while the "Perfect" that the crafty boy finds on his report only confirms him in his slyness. Might we not dispense with marking for deportment, altogether? It is so seldom that the bad boy or girl, — as badness goes in school — ranks high in scholarship, that it makes wonderfully little difference to the promotions, and I think the moral training of the children can be better effected in some other way.

I know some say that school dishonesty is a very small matter — pertaining to school and its temptations only — and does not affect the outside life at all. I know the same boys who talk freely together of the various methods of cheating they use in school, will not tolerate for an instant any such practice in their games, and the boy is disgraced among them who attempts it. But it seems to me, if under any circumstances, they should be exposed to other petty but frequent temptations, they might find the resumption of the school-conscience dangerously easy and convenient.

I have been told that a boy may cheat his way through the schools and in college reduce the practice to a science and a fine art, and come out a perfectly honest man, at last, with whom you might trust untold gold. Untold gold, perhaps, — that may be quite possible — but what will be the effect of this habit of so many years, if he chooses politics as his sphere?

I think a marking system is also narrowing in its influence. Scholars are stimulated by it, but they care for the mark more than for the good lesson. In preparing for recitations they narrow

their work down to the straitest limits, lest striking out more broadly, they increase their liability to mistake, and lose credits.

We who come to these meetings, and read the *Massachusetts Teacher*, do not need to be told again that it is a poor teacher who limits herself to the text-book. But there are some of us who would be uncommonly glad to wander a good way from the text-book, but are held to it, by the necessity of marking. There are many scholars who are fixed in the habit of memorizing. They are mostly faithful, studious children, who, finding you have a most unaccountable prejudice against the words of the book, laboriously consult the dictionary, and, substituting its definitions for certain abstruse words, glide smoothly through a recitation at which your inclination to laugh is only held in check by your profound regret that you cannot give them the five for which they have worked so hard. Perhaps you do give it, explaining that it is for the pains they have taken, though they have not quite succeeded in rendering the sense. They will go on taking pains and murdering the sense, just so long as they can get a perfect mark. The only way is to mark them low until they have formed a habit of learning ideas instead of words; but it takes a weary while, and if you are not very ready with your sympathy and encouragement, they feel that a cruel injustice is done them, and lose their ambition almost entirely.

Even where there is no habit of memorizing already formed, — among children, as among their elders, — it is not every one who, comprehending the meaning of a passage, has sufficient command of language to render it in other and still suitable words. If he tries, and makes poor work of it, will you mark him five? But if not, he will give you the words of the book to-morrow. Then if you mark him low, it is for you to see that he does not make up his mind not to try again.

But in regard to comprehending the meaning of a passage in the first place. Give your class the Life of Mahomet to learn from Willson's Outlines of General History. Read over the account yourself, and then, laying aside the book, call for the recitations. Take the very best — they are bald and dull and unsatisfactory. You ask certain questions and look round on blank faces. Some

one says, "There was nothing about that in my book." You read the passage. A few faces light up and the same voice says, "I saw that, but I didn't know what it meant." Or, you look for the passage, and find that though it naturally recalled a certain incident to your well-read intelligence, it could have suggested nothing of the kind to your pupils, coming to it, as they did, innocent of all knowledge of Mahomet, beyond the "religious impostor" of the geographies. So the next time, as there are no reference books in the school-room, the public library is open only twice a week, and few of the scholars have extensive literary facilities at home, you must keep your book open, and, until you have heard enough to decide the marks, at least confine your questions to what its pages teach.

I think History is precisely one of the studies in which teachers and scholars are most hampered by marking. There are so many delightful by-paths leading off the extremely dry and up-hill road laid out by most school-historians, that one is sorely tempted to turn into them sometimes;—only it is so very hard to mark the scholars during these rambles, unless you mark them for the interest they show, in which case there are very few who will not receive five.

As I have said, I sometimes feel that the marks are serving a good purpose in this very restraint they impose, though I have noticed that my scholars stand a better examination at the end of the year on those subjects, which have led us down the green lanes, than on those which have kept us in the beaten track. On the other hand, if we strayed aside too often, we could not finish the book in the two years.

There may be some teachers here, who have experienced the same difficulties under a marking system that I have, and who look for help, like me, to the discussion which is to follow. It may be that we shall have enough to convince us that there is genuine cause for our dissatisfaction, but nothing that will help us to remove it. I think such has sometimes been our experience at these meetings.

But do not let us, therefore, go home disheartened. I think, sometimes, no one has so many and so fierce dragons to fight

against as have teachers. But more than most, we need to fight as the old knights did — with *light hearts* as well as strong arms. More than with any others, will the fight go against us if we once lose heart. And to keep up this good cheer we need what the old knights had, faith! — faith that God cares for our cause! Then shall we fight valiantly and *cheerfully* — leaving the victory in His hands.

WOMAN'S CLAIMS TO FACILITIES FOR A HIGHER CULTURE.

WE hear so much of "woman's rights," "woman's mission," woman's relation to society generally, that some who are practically most interested in the result, weary of the oft-repeated theme, are ready to say, "Let the question drop. Let all things be as they have been. Anything is better than to hear our sex irreverently discussed by persons who have no delicate perception of woman's character, no deep-rooted faith in the purity and loftiness of her nature." But shrink as we may from such discussions, there are some questions which we cannot let rest without failing in the trusts already committed to us.

Not only is the home influence of woman acknowledged, and the words "wife," "mother," spoken with a tender reverence, but to her is intrusted, to a great degree, the mental furnishing and training of the mass of the community, who never go beyond our elementary schools. In the Christian economy we have first, apostles, — second, *teachers*. Let woman prove herself in a broad sense worthy of this vocation and her place is secured. Reforms as to compensation and other material considerations will surely follow, though they may be retarded, we will not say by the selfishness but the slowness of perception of those in whose hands the legislative power rests.

If we understand rightly the history of this movement, which tends, more and more, to throw all the responsibility of elementary education into the hands of woman, she did not at its inception claim the field as her right, but was invited to it by earnest and personally disinterested educators who appreciated her peculiar

adaptation to the work. We cannot believe that they were governed in the least by the narrower policy of obtaining the most efficient labor for the least compensation; though in that respect the measure has proved a wise political economy.

We find ourselves with this important work voluntarily assigned to us, — is it not reasonable, is it not in the highest degree womanly to ask that adequate facilities should be afforded us to fit ourselves for the most successful discharge of these obligations? We are occasionally reminded that we are "being tested." What is the question at issue? Practically whether woman, with the imperfect means now afforded her for education, with the discouragement of poor compensation, with the consciousness that many whose approbation she would gladly secure, look upon her doubtingly, can still compete successfully with man in the fields open to her.

It may be said that she does not avail herself fully of the advantages she now possesses; that we have in our High and Normal Schools provision for a careful training in the branches to be taught, and the best methods of imparting instruction, so far as training can do that, yet comparatively few are ready to give even this time to study. This must be admitted, but is it not also true that many who leave before the course is completed, find little difficulty in obtaining appointments?

While this is the case it is hardly surprising that some should enter the profession, relying more upon their native tact than upon the possession of instructed and disciplined powers. But even when the prescribed course is completed are the results, as exhibited in the ability and success of our teachers, altogether satisfactory either to ourselves or thoughtful observers? Is not the feeling growing upon us that a broader, more generous culture is needed? Our system of public school education enjoys the confidence of the community to such a degree that its standards are considered the *ne plus ultra* of attainment, to girls at least, though it may be admitted that our youth can acquire something valuable at the University or Scientific School. Nor is it strange that with the high prestige and boasted intelligence of our grand little State our girls should come to feel that what it requires is a high enough standard at which to aim. This consideration renders it all the

more important that the State should recognize the want, make provision for the most generous culture, and require those who would enter the profession of teaching, to avail themselves of these or similar advantages.

I do not wish to undervalue our present admirable High and Normal School, but I would ask a candid consideration of the question, Whether it meets all the wants of the case? If there is any advantage in a judicious classical training, and the most zealous advocates of science do not deny it, ought not this to be made not only possible for our girls, but encouragement given them to avail themselves of it? The fact that hitherto such almost exclusive attention has been given to the classics in the education of boys, has led the advocates of natural science into an apparently false position. They are sometimes charged with being opposed to classical studies, or of undervaluing them, while in truth nothing is farther from their thought.

While all the ages with their accumulated authority speak for these grand old repositories of intellectual treasures, some of our scholars have felt that other voices need not be raised in their behalf. While this discussion has only secured a healthier freedom in the choice of studies, to young men who are fitting themselves for different careers in life, it has helped to confirm young ladies in the impression that they might wisely dispense altogether with laborious bending over lexicons.

This would be a great relief to us; for we must admit that however desirable an end may be, it never quite reconciles us to the tedium of the road. Our æsthetic nature demands flowers by the wayside whose beauty and perfume might only be lost upon man, pressing eagerly forward, with his eye fixed on the shining goal. Yet it seems to me that we American women need the kind of discipline which is most readily obtained from the careful study of the classics. Our social intercourse, our newspaper literature, as well as the general tone of instruction in our schools, show a want of high culture which should be met in some way.

Might it not be well to establish in Boston a school which shall fill the place for girls that the Latin School does for boys? I would not advocate the establishment of a precisely similar institu-

tion, but one resembling that proposed by the union of the Latin and High Schools; one in which girls who desire it might be received at an earlier age than at the Normal School, and where their English education might proceed simultaneously with the study of other languages, especially Latin?

I believe that we should find that at the age of sixteen and a half, the average age of those graduating from the Grammar schools, the girls would be found equally proficient in the elementary branches, with the additional knowledge of language which would enable them to accomplish more in the three or four years of the academic course now prescribed.

Such a school should also have well-appointed professorships in the different departments of Natural Science, and the course of study should be made elective to a considerable extent. A desirable course of study would be different in many respects from that pursued in institutions for the other sex.

I suppose woman might learn civil engineering, but she will hardly be called upon to apply it, and so with much included in the special courses at the Institute of Technology and similar institutions. I do not think that either taste or good judgment points to precisely the same training for the sexes, inasmuch as the work we have to do and our paths of influence, though always harmonizing when both are true, still differ widely in subject as well as method. I would only ask for facilities to acquire a thorough and practical knowledge of the things which we are, and, as the world of science progresses, may be obliged to teach; or if we do not teach, whose study will widen our range of thought and help to develop our powers most harmoniously

Chemistry, Geology, Botany, Natural History, are taught in all our High Schools, and that largely by ladies, who with the best disposition to do their work thoroughly, have never themselves had an opportunity to acquire a satisfactory, practical acquaintance with these subjects. The great variety which is crowded into the usual course of study in our schools for young ladies utterly forbids the hope of mastering any one of them, and every thoughtful teacher feels sometimes disheartened in the attempt to get effective mental discipline out of this necessarily superficial

treatment of every subject. This state of things can be remedied but slowly, yet it seems as if our city or State has a special duty in the matter. Let facilities be granted for preparation, and a high standard rigidly adhered to, and I believe we should show that it would be no idle experiment.

Woman's tact and quickness of perception, amounting almost to intuition, have made up to her somewhat the wants of which we complain. If through these, with her imperfect culture, she has been able to do so much that is worthy, is there not encouragement to aim at higher things? To meet a present want there should be opportunities for those who are already engaged in teaching to pursue special studies as has been done by the Lowell classes at the Institute of Technology during the past three years. All who have been so fortunate as to enjoy this privilege will ever remember it with a grateful appreciation not only of the valuable instruction here obtained, but of the kindly courtesy which added a charm to every exercise.

While we seek these helps we must remember that no multiplication of appliances will secure the desired end without an earnest purpose on our part to regard all culture not as an end but a means by which to reach the grand ideal of life. To such a spirit all things are tributary. Though progress may be slow, and no ripened clusters reward our toil, let us seek, as a German poet has expressed it "to give the world within our influence a *direction* towards the good, leaving the tranquil rhythm of time to work out the development.

M. K.

GEOGRAPHY.

HOW SHALL GEOGRAPHY BE TAUGHT IN OUR PUBLIC SCHOOLS?

WHAT is meant by Geography as the term is used in the above question? It is hardly fair to complain that we fail in teaching any particular subject, so long as those to whom we have a right to look as leaders in the cause of education cannot or at least *do* not agree upon what should be taught in connection with that subject.

Some taking Guyot as their guide, study mainly the physical features of a country. Others, perhaps using Warren's method, study mainly its political characteristics and give very little attention to its physical features.

Perhaps the most common way in our large graded schools is to have no plan at all, simply requiring the Geography of certain countries to be taught without giving the teachers any instructions whatever. And what is the result? The "book" is taught. Columns of words are committed by the pupil without conveying to the mind any definite idea. Maps may be drawn, but if so are usually copied from an atlas, and the scholar passes on into a higher class, where the teacher discovers a vast amount of ignorance in regard to what should previously have been learned, and so the same process is repeated year after year with little or no real progress or profit to the pupil, and certainly no satisfaction to the teacher.

Now what is the remedy? First, I would say, let each teacher have some definite instruction upon what she is expected to do. If she is to teach the Geography of North America let her know precisely what is meant by the Geography of North America, and then she can plan her work, and in most cases will do so, to meet the requirements of those in authority.

But you ask "What do *you* mean by the Geography of a country?" I can very easily tell what I *mean*, and what I try to accomplish, but I do not presume that my *plan* would be acceptable to a majority of teachers, and perhaps it may not be to any. However, I will give it, and shall be very glad to adopt a better one whenever it may be offered. First, then, I would have, with the youngest pupils, say eight or nine years of age, certain preliminary work done, such as conveying to their minds by means of globes, maps, drawings upon the blackboard, etc., an idea of the form, size and motions of the earth; its division by circles, and generally such matter as is usually found in the first part of almost any Primary Geography. All this, however, should be taught before the pupil is allowed to have a book. This work being done, the pupil is prepared to take one step in advance. I would now place before the class a large map of North America—

Guyot's is the best for my purpose, — and point out very carefully the physical characteristics of the continent, its shape, mountain systems, slopes, drainage, etc., and its position as affecting its climate.

I would next study the country somewhat more in detail, — taking first New England, next the Middle States, and then the Southern and Western, British and Danish America, Mexico, Central America and the West Indies. Of these I would first study the surface, and the pupil should be exercised in describing the surface of a country, standing during the recitation, at the map, and pointing out the particular portion of country under consideration. He will thus not only be gaining in geographical knowledge, but also in the power of expressing what he already knows. After the *surface* the topics would succeed each other in nearly the following order, any slight variations not making any difference: Soil, climate, productions (animal, vegetable and mineral), drainage, large cities, and business of people. These topics should be written upon the blackboard until committed by the class, and the order insisted upon, that the knowledge may be systematized in the mind of the pupil.

Every day I would have five or ten minutes given to drawing a map of the country under consideration, from memory; the map to show the outline, mountains, rivers, principal towns, etc. The improvement in map-drawing would be very rapid, as any teacher will testify who has ever tried it.

Such in brief is my *plan*. I do not claim any originality or superiority in respect to it. I only claim that it has some advantages, especially over no plan at all.

No method, however good, will succeed in the hands of a poor teacher. So long as the great mass of our teachers spend no time at all in special preparation for school-work, — so long as they confine themselves strictly to the text-book, educating (if it can be called education) the memory at the expense of all the other faculties, so long may we look only for failures and thank God for the unseen forces in the child's mind, which will develop it in spite of us, and give a measure of success which we had no right to expect.

TEACHERS' CERTIFICATES IN CALIFORNIA.

To make a system of public instruction entirely successful, it is necessary to provide — first, for educating teachers; and second, for testing their qualifications. Illinois is evidently taking the lead in fulfilling the former condition; but, as to the latter, the State of California is clearly the foremost. In no other State are the legal provisions for the examination of teachers so comprehensive and complete, and in no other State have the laws relating to the qualifications of teachers been administered with so much vigor and success.

Three distinct Boards for the examination of teachers have been created in the State. First, there is the State Board of Examination, consisting of the Superintendent of Public Instruction, who is *ex officio* chairman, and four professional teachers appointed by the Superintendent. This Board must hold at least two sessions in each year, and it has power to grant Certificates of the following grades, which are valid throughout the State: Educational Diplomas, valid for six years; Certificates of the first grade, valid for four years; Certificates of the second grade, valid for two years; and Certificates of the third grade, valid for one year. And "in order to elevate the profession of teaching and advance the interests of Public Schools," this Board may grant teachers Life Diplomas, which shall remain valid during the life of the holder, unless revoked for immoral or unprofessional conduct, or want of qualifications to teach. But this most honorable Diploma can be granted only to such persons as shall have, after receiving the State Diploma, taught successfully one year, or for the same period held the office of State, City, or County Superintendent.

Next in order are the County Boards of Examination, composed of the County Superintendent, who is *ex officio* chairman, and of teachers, not exceeding three, appointed by him. This Board must hold a session at least as often as once in three months, and also during any teachers' institute held in the county. The Superintendent of Public Instruction is *ex officio* a member of

all the County Boards of Examination. This Board has power to grant three grades of certificates valid in the County, the first for three years, the second for two years, and the third for one year.

Finally, there are City Boards of Examination. In every city having a Board of Education governed by special laws, there is a Board for determining the qualifications of teachers, which consists of the City Superintendent, the President of the Board of Education, the County Superintendent of the County in which the city is situated, and three Public School teachers, residents of such city, who are elected by the Board of Education for one year. This Board is empowered to grant Certificates of the same grades and for the same time as the State Board, but valid only in the city in which they are granted. This Board is, however, not authorized to require an examination of a teacher who already holds a State Diploma or Certificate, unless such teacher is an applicant for a school of a higher grade than the Certificate held allows such teacher to teach. Any City Board may recognize the Certificates of any other city.

The State Board is also empowered to prescribe a standard of proficiency before a County Board, compliance with which shall entitle the holder of the certificate to a certificate from the State Board, upon due certification of the facts by the County Superintendent.

Another wise provision in the school-law of California, calculated to elevate the profession of teaching and give it an honorable status by the side of other learned professions, is in these words: "All regularly issued State Normal School Diplomas from any State Normal School in the United States, and all Life Diplomas granted by the State Board of Examination in any of the United States, shall be recognized by the State Board of Examination of this State as *prima facie* evidence of fitness for the profession of teaching; and the said Board shall, on application of the holders thereof, proceed to issue, without examination, State Certificates, the grade to be fixed at the option of the Board; *provided*, in all cases satisfactory evidence be given of good moral character and correct habits."

The just and liberal provision stands out in marked contrast to

the unjust and illiberal policy of Massachusetts, which makes the best graduates of her Normal Schools liable to be examined by any Town School Committee before they can become legal teachers in the State.

The State Superintendent of California, in his Report for 1864-65, says: "Unless a high standard (of qualifications of teachers) is established and carefully enforced, there is no security for the efficiency of the Public Schools. Incompetent teachers may nullify all legislation, and degrade the character of our Public Schools. In no other way than by thorough State examinations, is it possible to form an earnest and capable *corps* of professional teachers in the State." In his Report for 1866-67, he gives a catalogue of the names, residences, positions and salaries of all the holders of State Diplomas and Certificates of the several grades, in order to give them, as far as possible, the official recognition of the Department. From this list it appears that, up to January 1st, 1867, there had been granted forty-six State Life Diplomas, ninety-four State Educational Diplomas, one hundred and fifty-seven first-grade, one hundred and two second-grade, and thirty-three third-grade Certificates.

The effect of these admirable provisions has been to create among the teachers of California a stronger *esprit de corps*, a higher sense of the dignity and importance of their profession, and more enterprise in fitting themselves for their work, than we find among the teachers of any other State. It is but just to add that the credit of thus placing California in the van of all the other States of the Union in this vital respect, belongs almost wholly to Hon. John Swett, the late Superintendent of Public Instruction, whose herculean labors for the cause of Education, entitle him to a place among the foremost of American educators. This able man, the Horace Mann of the great Pacific State, having been rotated out of office by party politics, with an almost unparalleled devotion to his profession has taken the position of Principal of a Grammar School in the City of San Francisco.—*J. D. Philbrick, Esq., in Journal of Social Science.*

DRAWING.

SHEFFIELD SCIENTIFIC SCHOOL,
Engineering Department, May 1, 1869.

B. G. NORTHPROP, Secretary State Board of Education :

Dear Sir,— In compliance with your request, I furnish the following plan, in accordance with which, in my opinion, drawing can be most profitably and successfully introduced into our public schools.

The most economical, and it seems to me, the best plan, would be to instruct the teachers in a uniform and practical system of drawing, as otherwise drawing teachers must be employed to carry out the system in a successful manner. Drawing should be taught in our public schools not with a view to training artists or "picture makers," but the principal aim should be to train the hand and the eye of the pupils for practical purposes. When the pupils are prepared in the elementary exercises, they should commence drawing from geometrical figures, made of wood or paste-board, which is practical perspective, and includes an explanation of the rules of perspective. This is one of the most important branches of object drawing. This practice gives great facility in drawing all objects as they appear to the eye, and in arriving at a true expression of nature. When sufficient progress has been made, simple ornaments should be introduced on charts on a large scale, and explained by the use of the blackboard. The ornaments presented for the study of outline should be composed of a few simple elementary lines, easily analyzed and understood. These ornaments should be resolved into their elementary lines, as a word is resolved into the letters of which it is composed. The anatomy of drawing, thus taken to pieces and put together again, becomes so fixed in the mind of the pupil that a perfect understanding of the principles of drawing cannot fail to be the result. After the pupils have drawn the figure correctly from the blackboard or chart, the pattern should be removed, and they should be required to make the same drawing from memory. This exercise will greatly strengthen the memory in form and design. Many pupils

draw for years, and yet are unable to produce a simple figure from memory, much less to make a design. Drawing should be read and understood, then it should be fixed in the memory. It should be made useful and practical, like writing, for it is really only another mode of writing, fitted to convey and express thought in many cases in which language alone entirely fails to give an adequate idea.

The use of the blackboard is invaluable in training large classes. *Small patterns* placed within reach of the pupils are too great a temptation to mechanical measurement, which is a serious drawback in the correct training of the eye.

When pupils in the higher classes have acquired a good degree of skill in analyzing and combining, *shading* may be introduced, either from plaster models or natural objects; and geometrical drawing and linear perspective should also be taught. Where a High School is maintained, it should have the benefit of a professional drawing master. Select pupils from other schools might, as a mark of distinction, be sent to the High School to receive special instruction in drawing.

I have no doubt that the introduction of elementary drawing into all our public schools would prove a wise economy, tending to make the community richer by making all our mechanics more tasteful and skillful, and by developing talent and genius that would otherwise be unproductive.

Yours truly,

LOUIS BAIL.

Report of Connecticut Board of Education.

SUPERVISION OF SCHOOLS.

Rev. B. G. Northrop, in his recent report to the Legislature of Connecticut, in speaking of the subject of "Supervision," comments thus upon the schools of Springfield, Mass. — Eds.

IN January 1865, a Superintendent of Schools was appointed, in accordance with a recommendation which I had previously made at a large educational meeting in that city. Before he entered upon his new duties, I visited nearly all their schools. The aspect

of many of them was most forbidding. The first and chief trouble was found in the meagreness of the accommodations. I have never witnessed the over-crowding of unsuitable rooms to such an extent. I had often seen, here and there, poor school-houses uncomfortably crowded, but had never found a system of packing so universally and unmercifully carried out. The school committee had deplored the evil and implored relief, but the needful means and the power were denied them. Not only were the school-rooms too full, but schools were "kept" (to be "taught" was out of the question) in cellars, attics, ante-rooms and clothes-rooms, rooms damp or small, low, ill-seated and worse ventilated.

I have recently visited again the schools of Springfield. During these years I find evidence of the most striking and remarkable progress. I concur fully in the strong language of the school committee: "The improvement in our schools is truly wonderful." For four years a competent and faithful Superintendent has been devoting his whole energies to the improvement of these schools. These changes, it is true, are not due to the influence of any one man. Other causes have conspired to the same result. The time of beginning his service was favorable. The Superintendent has been sustained by the school committee. The mayor, a liberal city government, and an efficient building committee have cordially coöperated with him. But all these parties have wisely recognized the Superintendent as their leader, and around him they have rallied, and as the result a striking advance has been made in many points.

1. In improved school accommodations. Five noble Grammar School Houses, models of their kind, have recently been completed and supplied with the most approved furniture, and the walls above the blackboards adorned with appropriate engravings. Other buildings, especially that for the high school, have been remodelled and supplied with new desks and apparatus.

2. The High School itself has been reorganized on a liberal plan, with the most ample provision for a classical department and a preparatory classical department. Springfield may now justly claim one of the best High Schools in that State. Under the old system, it was impossible to secure the results now attained here.

But with its enlarged plan, and extended course of study, and thorough system of instruction, it is well fitted to meet the wants of all classes, furnishing advantages manifestly superior to those given in private schools, however expensive they may be.

3. Great improvement in the grammar schools, especially those in the new buildings, in relation to order, system and the studiousness and progress of the pupils.

4. In a remarkable increase of attendance at school, drawn largely from "the street" school and from private schools. The attendance of those enumerated has increased from 61 to 89 per cent.

5. In the increase of the number of teachers. Two years ago there were 68, now there are 96 in these schools.

6. In the increased liberality of the people and of the city government, in behalf of schools. Popular sentiment evidently sanctions the liberal expenditures made by the city authorities for this cause.

7. In better provisions in the primary schools for the comfort, health and instruction of the pupils, and in improved methods of reading.

8. In a general improvement in the writing of the pupils.

9. In the diminution of truancy and in the new and very interesting schools for the instruction and reformation of truants.

GILBERT MUSEUM OF INDIAN RELICS.

THE recent death of Hon. George H. Gilbert, of Ware, has brought to mind this most interesting Museum at Amherst College, and has led to the preparation of a brief account of it.

In 1849, Edward Hitchcock, Jr., presented a small collection of Indian curiosities to the college, which served as the nucleus of the present extensive collection. Since 1865, the same gentleman, by the aid of funds generously placed at his disposal by Mr. Gilbert and others, has purchased several collections belonging to private individuals, so that now it is by far the most valuable Museum of Indian relics in the country. Since it contains the rarer forms of

stone workmanship, it will continue to be of great value to those who make the antiquities of the New World a study, as well as of interest to the multitudes who annually visit the unique cabinets of the college. It now contains more than 3,000 specimens, illustrating the stone period of human history in the Connecticut Valley. The most common relic of the Indian is the arrow head. Hundreds of these can be seen in the Museum systematically arranged in cases, illustrating the prominent forms of arrows, their material, and their color. The next relic in frequency is the chisel or smooth hatchet, the ground hatchet adapted to a withe for a handle, the hoe, and the gouge. The so-called chisel was undoubtedly used for the preparation of hides for leather and furs, which were the only coverings for their bodies. The true hatchet was mainly used in felling trees and preparing them for the few uses which they made of wood, though they were aided greatly in all their work in wood by the judicious and careful use of fire.

The mace or badge of honor and office is well represented in this collection. The pipe, which was the most valued article to the Indian — not for the effect of the tobacco, but as a token of amity, — is well exhibited, both in the stone and earthen varieties. Not the least interesting one of this class is the veritable catlinite pipe of "Black Hawk," which was presented by him to Dr. Bates, of Worcester, more than thirty years ago.

Soapstone pots are great rarities to curiosity hunters. There are no less than ten of these in this collection, with a capacity varying from twelve quarts to half a pint. There are also other curious relics, about which only conjectures as to their use can be made. Photographs of picture-writing on large rocks, also hang upon the walls of this Museum. In order to render the collection as valuable as possible, Prof. Hitchcock has prepared a catalogue with great care. It is of quarto size, and the right hand page is ruled for descriptions and numbers, while the left is plain white paper on which the picture photograph, or outline of the objects described on the opposite page is placed.

The value of this Museum will greatly increase as the years go by, and the whole surface of the country comes under such cultivation by the agriculturist, that no more of these relics will be brought to light.

G. E. P.

THE JOLLY OLD PEDAGOGUE.

'Twas a jolly old pedagogue, long ago,
 Tall, and slender, and sallow, and dry;
 His form was bent and his gait was slow,
 His long, thin hair was as white as snow;
 But a wonderful twinkle shone in his eye;
 And he sang every night as he went to bed —
 "Let us be happy down here below;
 The living should live, though the dead be dead";
 Said the jolly old pedagogue long ago.
 He taught his scholars the rule of three,
 Writing, and reading, and history too,
 Taking the little ones on his knee,
 For a kind old heart in his breast had he,
 And the wants of the littlest child he knew;
 "Learn while you're young," he often said,
 "There is much to enjoy down here below;
 Life for the living and rest for the dead!"
 Said the jolly old pedagogue, long ago.
 He lived in the house by the hawthorn lane,
 With roses and woodbine over the door;
 His rooms were quiet and neat and plain,
 But a spirit of comfort there held reign
 And made him forget he was old and poor;
 "I need so little," he often said,
 "And my friends and relatives here below
 Wont litigate over me when I am dead";
 Said the jolly old pedagogue, long ago.
 He smoked his pipe in the balmy air
 Every night when the sun went down,
 While the soft wind played in his silvery hair,
 Leaving its tenderest kisses there
 On the jolly old pedagogue's jolly old crown;
 And feeling the kisses he smiled and said,
 "'Tis a glorious world down here below,
 Why wait for happiness till we are dead?"
 Said the jolly old pedagogue long ago.
 He sat at his door one midsummer night,
 After the sun had sunk in the west,
 And the lingering beams of golden light
 Made his kindly old face look warm and bright;
 While the odorous night-wind whispered, "Rest!"
 Gently, gently he bowed his head * * * *
 There were angels waiting for him I know;
 He was sure of happiness, living or dead,
 This jolly old pedagogue, long ago. GEORGE ARNOLD.

Editors' Department.

VACATION.

THE season of rest, of recuperation, of renovation of school-houses, etc., etc., is upon us. A general "hurrah!" from the hearts and throats of the young people spreads over the land as they rush homeward with their bundles of books. "No school for six weeks!" as they burst into their homes. "O, dear!" say some of the dear mothers, "six weeks' vexation!" But even they catch the general joy, and their hearts and faces belie their words.

As happy as the scholars, though less demonstrative, are the teachers, as they turn the key upon the school-rooms and wend their way homeward. Examinations and exhibitions, anxieties, and perplexities are over. Everything has gone off well. Committees, parents, and visitors have expressed their delight at the wonderful proficiency of the scholars, and every school has been pronounced the best in the whole State, and every town and every district has congratulated itself upon having obtained the best teachers. Kind words have been interchanged, and many a hearty "God bless you!" pronounced. So, in the main, go forth the teachers after a year of successful toil, light of heart, to enjoy on the seashore, among the mountains, or amid rural scenes, whatever is in store for them.

May they find the good they seek, in enjoyment, health, and life.

THE AMERICAN INSTITUTE OF INSTRUCTION.

WE trust that teachers and friends of education will not forget the meeting of this Association at PORTSMOUTH, N. H., on the 3d, 4th, and 5th of August. It cannot fail of being a good and profitable meeting. Prominent educators will be present, and the topics to be considered are of general importance. The invitation to meet at Portsmouth was a cordial one, and every effort will be made to accommodate the Institute. Ladies attending will be hospitably received by the citizens.

We look for a large gathering. Portsmouth, New Hampshire's only

seaport, is an old and interesting town, and the places in its vicinity are noted as summer resorts. An excursion to the "Isle of Shoals," has been proposed, and it may be that the veritable "sea-serpent" will honor the occasion by his appearance. Come one, come all!

THE AMERICAN INSTITUTE OF INSTRUCTION.

THE *fortieth Annual Meeting* of this Association will be held in Congress Hall, PORTSMOUTH, N. H., on the 3d, 4th and 5th of August.

TUESDAY, Aug. 3d. The meeting will be organized at 2½ o'clock, P. M. After the customary opening exercises, there will be a discussion upon *The Supervision and Inspection of Schools*. In the evening a lecture will be delivered by the HON. JOSEPH WHITE, Secretary of the Massachusetts Board of Education.

WEDNESDAY, Aug. 4th. The Association will meet at 9 o'clock, A. M. Topic for discussion: *Secondary Education*.

At 10½ o'clock, a lecture will be delivered by PROF. E. S. MORSE, of the Peabody Institute, Salem. Subject: *Object Lessons in Natural History*. A discussion upon the subject of the lecture will follow.

At 2½ o'clock, P. M., MR. L. W. MASON, instructor of music in the Boston Primary Schools, will illustrate his method of teaching young children. A discussion will follow. Subject: *Music in Public Schools; Methods of Teaching*.

This will be followed by another discussion. Subject: *To what extent should Oral Instruction take the place of Text-Books in Schools?*

At 8 o'clock, P. M., a lecture will be delivered by PRES. J. T. CHAMPLIN, of Waterville College, Me. Subject: *Our Common School System*.

THURSDAY, Aug. 5th. At 9 o'clock, A. M., a discussion. Subject: *The Examination and the Certifying of Teachers*.

At 10½ o'clock, a lecture by PROF. JOHN S. WOODMAN, of Dartmouth College. Subject: *Drawing*. A discussion will follow.

At 2 o'clock, P. M., the election of officers and the transaction of business. Afterwards, a discussion. Subject: *The Proper Scope and Plan of Courses of Study for Public Schools*.

The evening will be occupied by short addresses from prominent educators.

The hospitalities of the citizens of Portsmouth will be extended to the ladies attending the Institute. Gentlemen will find accommodations at the hotels. The rates are as follows: *Rockingham House*, \$3.50; *Kearsarge*, \$2.50; *Franklin*, \$2.00; *National*, \$2.00 per day.

The Secretary will furnish *Return Tickets* to those who come over the following railroads to attend the meeting: Eastern; Boston and Maine; Boston and Albany; Boston and Providence; Grand Trunk; Boston, Concord and Montreal; New Bedford and Taunton; Concord; Housatonic; South Shore; Cape Cod; Cape Cod Central; Providence, Warren and Bristol; Connecticut River; Port-

land and Kennebec; Portland, Saco and Portsmouth; Boston, Concord and Fitchburg; Taunton Branch; and New London Northern.

Those who come over the Northern, Concord and Claremont, and Contoocook River Railroad must obtain their Return Tickets of the ticket-masters when they purchase their regular tickets.

JOHN KNEELAND, *President.*
D. W. JONES, *Secretary.*

BOSTON, July 12, 1869.

NATIONAL EDUCATIONAL MEETINGS.

IN the July number of the "Teacher" we presented a list of those gentlemen and ladies who are to read papers or lectures, at the meetings of THE NATIONAL TEACHERS' ASSOCIATION, THE NATIONAL ASSOCIATION OF STATE SUPERINTENDENTS, THE NATIONAL ASSOCIATION OF NORMAL SCHOOL PRINCIPALS, in August, at Trenton, New Jersey. The first on Wednesday, Thursday and Friday, the 18th, 19th and 20th. The second on Monday, the 16th, and the last on Tuesday, the 17th. The arrangements at Trenton for the accommodation and entertainment of those who attend are on the most liberal scale.

We are now able to say that the hotels of the city have reduced their rates from \$3.50 to \$2.00 per day; that teachers will be accommodated at private houses at \$1.00, and that many who attend the meetings will be entertained gratuitously in the homes of the citizens.

The fare from New York and back has been reduced to \$2.65, and tickets can be purchased at the office of the New Jersey R. R. Co., foot of Cortland Street, New York.

The round trip from Boston to Trenton and back, will cost only \$9.65. The tickets from Boston to New York and back, can be had at \$7.00, by calling on Mr. Geo. A. Smith, Auditing clerk, at the School Committee Rooms, City Hall, Boston. Only teachers attending one of the meetings are entitled to these tickets, which are good for *all the routes* and for the period of about twelve days.

The expense of attending these important meetings has thus been reduced, so that few, if any, need be deprived of the pleasure of attending for the reason so frequently and truthfully urged.

DISCUSSION AT THE EDUCATIONAL ROOM.

GEOGRAPHY.

MR. ATWOOD, of Milton, Chairman of the meeting, opened the discussion, saying that this study is pursued with two objects in view. First, to secure a knowledge of places, and second, as a means of mental discipline. In order to accomplish the first end, some have deemed it sufficient to ask specific questions,

which result in the attainment of isolated facts alone. Such an unsystematic method may be useful to mature minds, or may be advantageous in occasional reviews, but when the child is to pursue a course of study in this branch, it will tend to confusion and indefiniteness of ideas. In order to accomplish both the designs of this study, there must be a regular progress from the general to the particular, and also the contrary. In Germany, the children are first taught the geography of their own locality; its elevations, levels and depressions; its waters, moisture, temperature and climate; its soil and its mineral, vegetable and animal productions; its people, with their occupations, condition, and form of government. In addition to this, the earth as a whole should be studied, and its grand divisions so accurately known that correct outline maps could be readily drawn. Then, as the interior is learned, maps presenting the natural conditions of the country should be prepared, and as knowledge of the political divisions and location of prominent cities is acquired, the pupil should illustrate his attainments by his delineations. More can be learned by the aid of map-drawing and map-using in a single day, than can be in many without them.

Mr. PAYSON. In this study as in all others, the main point is to secure interest in it, on the part of pupils, and when this is done there can hardly be any method of teaching which will not be successful. The text-book which is used ought never to be considered the only source of information, although it should be the best school geography known. Scholars should be encouraged to acquire from every source such matters of fact or history as will add to the vividness and reality of their knowledge, and the teacher should be even more assiduous than they in attaining the whole subject under consideration. I know a teacher who gives topical instruction, and, subordinate to the topics, brings into her room one or two hundred questions upon them, of her own preparation. These she writes upon the blackboards, and the pupils occupy portions of a day in learning to answer them. The next day, they are answered very well, and the exercise is made very interesting. Geography may become a dull and useless study if the teacher does not use her best efforts to make it attractive and pleasing.

Mr. METCALF, of Boston. What shall we teach is the question of chief importance. Our text-books present the subjects according to the arrangement of the author, and often in an order which is ill-adapted to the wants of a school. They contain many pages of matter which is of little importance, and omit things of moment. I would not have pupils commit much of the book to memory; nor would I be bound in any respect by its methods or contents. The form of a country should be so well learned that it could be drawn promptly and accurately. Its water and land boundaries should be well known. Then inside of the country, I would have the surface considered; the slopes with the river basins and the rivers and lakes; and in connection with these, some knowledge of the geological structure should be acquired. Then, with the outline map before them, the soil in different regions may be determined, and the climate ascertained. From these the productions can be readily known. The course and character of the country's drainage should be made a means of determining why many commercial cities and manufacturing villages have been

located where they are. At a later period, the boundaries of states and the condition and occupations of the people are matters of great importance. For accomplishing this work, the lessons should be short and definite, and the teacher must spend abundant time in preparation.

Mr. SMITH. Geography will not be taught in the best manner unless some history is united with it. This fact is hardly recognized in our text-books, and yet the relationship of geography to civilization is apparent to nearly every one, as soon as his attention is called to it. What can be more interesting than to observe how a country has made its people what they have been and still are, how the occupation for ages has been determined by the locality, and the possibilities of advancement have depended upon the natural opportunities of commercial intercourse? The geography of America cannot be learned unless we have a record of early explorations, discoveries and settlements; nor can a country, city or place, be known unless we have considered the circumstances of its early history; the great men who have lived there; the great deeds which have been performed; the fruits of enterprise and the memorials of its past. The geography of any region will be barren if it does not abound in the records of what man has been and has done there.

Mr. PUTNAM. Map drawing is all important in the study we are considering, but to be useful, it must be practical. Very nice maps upon Bristol board are interesting to visitors, but are not especially profitable to pupils. In my own school, my assistant has for some time been combining geography and history with great advantage in respect to both branches. The pupils are studying the history of our late rebellion. Each of them has prepared an outline map of the United States upon ordinary drawing paper, and with these before them, they study their history lesson under the teacher's supervision. Whenever a town or city is mentioned, its exact locality is determined, and it is represented upon the map. Wherever a battle was fought, a flag is placed; if erect, it denotes a federal victory, if inverted, a federal defeat; beside it is placed the number and day of the month, and the year. Thus, the defeat of the federals at Bull Run on the 21st of July, 1861, would be represented thus: Bull Run, 27-61, with an inverted flag. The scholars are allowed to learn as many of these dates as they can without pressure. By this course, the pupils are becoming perfectly familiar with the geography of the South, and its recent history; and each branch is proving an inestimable aid to the other. The wall-maps found in nearly every school afford important help in the study of geography, *if used*, as it was designed they should be.

Mr. WILLIS. There is one branch of this subject which has proved very interesting to my pupils, and which I venture to call comparative geography. The term might be applied to all points of likeness or dissimilarity between countries, regions or states. To illustrate: years ago, I met somewhere with this arrangement of the areas of the grand divisions, and it has proved of great service, being accurate enough for all ordinary purposes. Europe, area, $3\frac{1}{2}$ millions of square miles; South America, 7 millions, or twice as large; Africa, $10\frac{1}{2}$ millions, or three times as large. Then North America has 8 millions of square

miles; and Asia has 16 millions, or is twice as large. I have since ascertained that Australia is about the same size as Europe. Is it commonly thought that Arabia is as large as all of the United States east of the Mississippi; that Newfoundland is equal in area to New York State, and Lake Superior equal to Ireland? How many have noticed that Illinois has a length equal to the distance from Albany to Richmond, and that California stretches through the same ten degrees of latitude which separate Boston from Charleston, S. C.? Scholars are surprised on learning these facts, and a few such occasionally presented will make them watchful for like resemblances. One cause of ignorance and error in these respects arises from the varying scales of miles, according to which different maps in the same atlas are prepared. If Massachusetts, Rhode Island and Connecticut, make as large a map as Great Britain and Ireland, the child is apt to consider them of about the same size, unless his attention is called to the matter, or the respective areas are committed to memory. Large wall-maps of the hemispheres can be made of great service in this exercise, and should be consulted at times, to remove this wrong idea in respect to size, which must arise from the maps in the text-book. On another point I wish to ask a question. With nearly every new geography which is published, the teacher is obliged to acquire a new pronunciation of names, and I desire to know if we cannot secure some standard authority, whose decisions shall be adopted in the pronouncing vocabularies, which are appended to most geographies?

Mr. M. G. DANIELL. Our dictionaries and gazetteers furnish ways of pronouncing the names, and yet the methods are so numerous that almost any pronunciation can find authority to sustain it. The great question now seems to be shall we Anglicize foreign names, or give them as they are given in their own country? My opinion is that we should speak them as we speak our own tongue, including, of course, similar foreign words which have been fully adopted into our own tongue. We do not pronounce Paris without the s as the French do, but Bordeaux is uttered the same in both languages.

A good method of making young children familiar with the shape, position and relative size of the different states and territories in the Union, I have found to be in having blocks cut out, of the shape of the States, and then letting these be put together after the manner of a puzzle called the "Dissected Map." By this course the boundaries are learned without any conscious mental effort to acquire them.

NATHAN E. WILLIS, *Recording Secretary.*

INTELLIGENCE.

Items for this Department should be addressed to G. B. Putnam, Franklin School, Boston.

Industrial Schools for Girls.—A large number of ladies assembled in New York, May 31st, in response to the call of the American Woman's Educational Association, which has been in existence more than twenty years. Mrs. Mar-

shall O. Roberts presided. It was unanimously resolved that the evils suffered by women would be extensively remedied by establishing, for training them in domestic economy, institutions which shall be as generously endowed as are institutions for men; that the science of domestic economy should be studied in all institutions for girls; that certain practical employments, especially the art of sewing, should be a part of common school education; that every young woman should be trained to some business by which she can earn an independent livelihood if necessary; that there are out-door employments suitable for women, and which are especially favorable to health, such as the raising of fruit, flowers and bees, the culture of silk and cotton, etc. They urge that schools, liberally endowed, should be provided, in which the science and practice of these employments may be taught.

A school to instruct girls thoroughly in various branches which will command for them fair wages, has been conducted in Boston, for two years past, by a Mrs. Bachelder. She now proposes to add to her classes, — who have been taught to cut, fit and repair women's and children's garments, run sewing machines, and the like — instruction in printing, telegraphing, book-keeping, etc.

Easthampton. — Some changes will be made in the corps of teachers in Williston Seminary during the coming year. Elihu Root, teacher of gymnastics, will go to Andover Theological Seminary, and J. P. Tracy, teacher of the junior class, will take his place. W. P. Morgan, of Bowdoin College, will supply the vacancy caused by Mr. Tracy's advancement. Mr. Hallet, of Stockbridge, will be teacher of vocal and instrumental music, and a teacher of drawing will probably be also provided. The teachers have had their salaries raised, and the principal, Dr. Henshaw, has been granted one term's vacation, which he will probably take next summer, and visit Europe.

Monson. — At the closing exercises at Monson Academy, two dissertations were read by Japanese students. One, by Yoshida Hicomaro, was on the "Introduction of Christianity in Japan," and the other, by Ohara Reynoske, treated of "Japan as it was and is." Both are men of more than ordinary force of character — evidently shrewd observers and keen thinkers. The first-named is twenty-four years old, and the other two years younger. Both could be fully understood by one who paid close attention. They spoke slowly, with impressive dignity and seeming intelligence, and without apparent embarrassment.

Wilbraham. The annual meeting of the trustees of Wesleyan Academy at Wilbraham, resulted in the election of the following officers: President, Rev. Edward Otheman, of Boston; Secretary, Rev. William Rice, of this city; Treasurer, Rev. Edward Cooke, the principal. Dr. Cooke's report for the year showed the finances of the institution to be in a prosperous condition, with a property value in building of \$150,000; philosophical apparatus, libraries and other equipments, \$90,000; farm of 190 acres, \$10,000: making the total assets of the establishment as \$250,000. The faculty is unchanged with one exception. In

place of the teacher of mathematics who resigned a year ago, the board elected A. F. Chase, of the class of '69, at Middletown.

Educational Progress at the Capital. — The City Government of the City of Washington has at last established the office of Superintendent of Schools, fixing the salary at \$2,500, which is too low by about sixty per cent. This officer is to act as President of the Board of Education in the absence of the Mayor, and he has a right to vote on all questions. He is not elected by the Board, but appointed by the Mayor and confirmed by the upper branch of the City Government. Zalmon Richards, Esq., a native of this State, and a graduate of Williams, a sound and able educator of large experience, has been appointed to fill this office. His antecedents warrant us in predicting for him a successful career in this new educational field of labor.

Buenos Ayres. — An inquiry has been made by Don Emilio Castro, the new Governor of the Province of Buenos Ayres, whether he can induce twelve New England School-mistresses and twelve New England School-masters to go to that country to help him improve the Public Schools. This gentleman was educated in Germany; speaks English, German, and French; and, in conjunction with the enlightened President of the Republic, will undoubtedly do much for education. He will pay all expenses of the voyage, and give good salaries.

College-Bred Men. — We make the following extract from an address of Rev. Mr. Kilbourne, recently delivered to the students of Michigan University. He divided educated men into three classes: "1st, those who have only had a common school education; 2d, those who have had a high school education, and 3d, those who have had a college education. The first is by far the largest class; the second numbers several hundred thousand; and the whole of the third class up to 1860, numbered only seven thousand. From this class alone, three times as many men have filled important positions, as from both the others. Of the fifty-six men who signed the Declaration of Independence, twenty-five were college-bred men. One became Secretary of State; three, Vice-Presidents; thirteen, Governors of States or Presidents of Colleges; and four, Ambassadors to foreign countries. Jonathan Trumbull was so often consulted by Washington and Congress, that "consult brother Jonathan" became a common remark; and "brother Jonathan" stands to-day as synonymous with "Uncle Sam." Hamilton, at the age of seventeen years, was a frequent public speaker, at nineteen, a Captain of artillery, and at twenty, Washington's Aid. He was a graduate of Columbia College. Of the sixty-two men who have filled the highest offices in the country — President, Secretary of State, and Chief Justice — forty-three have been college-bred men. Of the five hundred clergymen noticed in Sprague's "Annals of the American Pulpit," four hundred and thirty-six were college-bred men. In business, the success of college graduates has been no less marked. De Witt Clinton, the Champion of the "big ditch," (Erie canal,) and Governor of New York, was a graduate of Columbia College. Hamilton saved this country from bankruptcy at the close of the Revolu-

tion, by his financial abilities. Two-thirds of the Secretaries of the Treasury have been college men. A. T. Stewart does more business than any other man to-day, and more than any other man ever did. He is a graduate of Trinity College, Dublin. Not a General prominent in the late war has been elected Governor of a State, who was not a college-bred man."—*Amherst Student*.

Reports of the Board of Education.—A gentleman who has a complete collection of these reports, now so rare, having turned his attention to other than educational pursuits, offers them for sale at the low price of \$40. Apply to G. B. PUTNAM.

Testimonial to a School Officer.—It is our pleasure to record a pleasant incident connected with the closing of the year in the public schools in this city. Four years ago, Mr. A. Parish was called from Springfield to New Haven, as the Superintendent of its schools. As a result of his official life here, our schools have become an organized system, having a symmetrical structure, order, method, efficiency and a strong progressive spirit that are felt by all who are in any way connected with them. The last report of the able Secretary of the State Board of Education takes a similar view of the value of Mr. Parish's services and their results, saying that since his administration began "the increased popularity of the schools is very marked. They are now in an excellent condition, and by reason of their fuller system, thoroughness and gradation, they proffer to all classes, advantages in all elementary training superior to those found in the most costly private schools." It is natural that the teachers of the city should realize more sensibly than any others, the benefits which the interests of popular education in New Haven, have derived from the calm good sense, the patient and kindly spirit and the untiring devotion with which Mr. Parish has discharged the duties of his office. The principals of the public schools have, therefore, united in recognizing their sense of obligation to him by presenting to him a luxurious library chair. This presentation formed a very pleasant feature in an entertainment at his house on Friday evening last. This incident, though without sensational importance, is of most pleasant significance to all who have at heart the good of our public schools, as indicating the harmonious relations now subsisting between the Board of Education and the principals of the Public schools.—*New Haven Paper*.

BOOK NOTICES.

SIGHTS AND SENSATIONS in France, Germany, and Switzerland. By Edward Gould Buffum. New York: Harper & Brothers.

These posthumous papers of a popular journalist form a more than usually attractive volume for casual reading. It is not a story of travel, but a series of sketches, and such sketches as come only from the practised knight of the quill. Among them we have an account of the manufacture of Champagne, the Gaming Tables at Hombourg, the Mt. Cenis Tunnel, what the Parisians eat, etc., etc.

FIVE ACRES TOO MUCH. By Robert B. Roosevelt. New York: Harper & Brothers.

Reading "Ten Acres Enough" led the author to write this volume, and give his experience with five acres. It is a very humorous account of his purchase of land, attempt to cultivate it, and erection of a summer residence at Flushing, Long Island; and shows the wonderful results sometimes attained by faithfully following "book directions" in farming. It is an entertaining book, and may be very serviceable to the inexperienced, who are lured into farming by the glowing descriptions of strawberries and cream, asparagus, and green peas.

A. Williams & Co. also send us from the same publishers, **THE NEWCOMBS**, by Thackeray, a cheap edition in paper covers, but well printed and illustrated; also, **STRETTON**, a novel, by Henry Kingsley

THE DIADEM OF SCHOOL SONGS; containing songs and music for all grades of schools, a new system of instruction in the elements of music, and a manual of directions for the use of teachers. By Wm. Tillinghast. New York: J. W. Schermerhorn & Co.

A very pretty book indeed, and we are inclined to think a very good one. The author has displayed excellent taste in his selection of tunes and poetry and his plan of instructing in sight-singing is a valuable feature of the work.

CREDO. 16mo., pp. 444. Lee & Shepard, Boston.

The Preface of the book is so short and yet so pleasing that we copy it in full.

"This volume is devoted to those inquiries which now agitate the thinking world. It is committed to the care of the Christian Church. Its truths are God's, and will live forever. Its errors are the author's; they will be overruled, forgotten, and, he trusts, forgiven."

The work is divided into four parts. The first treating of the "Supernatural Book"; the second of "Supernatural Beings"; the third of "Supernatural Life"; and the fourth of "Supernatural Destiny."

The style of the author is simple and popular, while the truths of which he treats are most profound. We are confident that the volume will be found worthy of extensive circulation among those interested in religious subjects.

THE AMERICAN WOMAN IN EUROPE. By Mrs. S. R. Urbino. 16mo., pp. 338. Lee & Shepard.

This book is a sort of diary, recording events and incidents of travel and sojourn during two years and a half in Germany, Switzerland, France, and Italy. It is sprightly in style, and will prove very readable even to those who have read a dozen similar ones.

PATTY GRAY'S JOURNEY TO THE COTTON ISLANDS. By Caroline H. Dall. 16mo., pp. 200. Lee & Shepard.

The reader finds this little volume to be the first of a series having the above title. It takes little Patty on her journey from Boston as far as Baltimore. The authoress is well known as a reformer who is by no means idle. Her preface of more than forty pages, narrates interesting reminiscences of her school days in the District of Columbia. Her sympathy for the black race began in early childhood, and is plainly evident on nearly every page.

SABBATH SONGS FOR CHILDREN'S WORSHIP. By Leonard Marshall, J. C. Proctor, and Samuel Burnham. Pp. 175. Lee & Shepard.

The number of Song Books designed for use in Sunday Schools seems unlimited, yet we have felt that there was still need of one in which the words used should be worth storing in the memory of the child. The authors have, we think, succeeded in their efforts to insert nothing weak in sentiment, or which should shock the Christian feeling.

A large portion of the tunes are new to the general public, yet have been tested with success by Mr. Marshall. The book contains "Suggestive Exercises" by the assistant editors, adapted to use at Sabbath School Concerts, and they will be reissued with others of a similar character in the autumn.

AHN'S NEW PRACTICAL AND EASY METHOD OF LEARNING THE GERMAN LANGUAGE. Pp. 240. \$1.00. E. Steiger, New York.

This work, newly revised, is by an author already known through his German text-books, previously brought to public notice. It is divided into two parts. The first consists of practical exercises in reading, and drill in construction and pronunciation, and the second presents a synopsis of German Grammar.

Professor Oehlschlager's System of Interlinear Pronunciation, which has been successfully employed by its author, is a marked feature in this book. Its success in the past is its best guarantee for the future.

A MANUAL OF ELEMENTARY CHEMISTRY. Theoretical and Practical. By George Fownes, F. R. S. From the tenth revised and corrected English edition. Edited by Robert Bridges, M. D. Philadelphia: Henry C. Lea.

The work of the late Prof. Fownes has been before the English public for some years, and has enjoyed an excellent reputation. It has lately been thoroughly revised and improved by its English editors. The American editor has made such additions and corrections as seemed to him necessary, and now it is fully brought up to the present state of chemical science. Those who desire a more extended work than the elementary treatises of our schools, will find this of great value. It is substantially bound, and contains about 850 pages. E. P. Dutton & Co., 135 Washington Street, have it for sale.

ELEMENTS OF ASTRONOMY. Designed for Academies and High Schools. By Elias Loomis, LL. D. New York: Harper and Brothers.

This volume is upon the same plan as the author's well-known larger treatise. We have examined it with much satisfaction. We like its arrangement, its clear and condensed statements. It is exceedingly well adapted for a text-book in this most interesting branch of school study, and is worthy the attention of teachers.

RHEES' RULER AND PENCIL CASE SLATE. W. J. Rhees of the Smithsonian Institute at Washington, and one of the Trustees of Public Schools, sends us an excellent slate, in the frame of which slides a neat ruler, marked with the scale of inches, and serving as the cover for a groove in which the pupil's pencil may be placed. The *simplicity* of the invention will increase

its *utility*. As the expense is but a trifle more than that of an ordinary slate, it seems adapted to general use.

PHYSICAL CULTURE IN AMHERST COLLEGE.—A pamphlet of 46 pages, with the above title, has been prepared by Dr. Nathan Allen, of Lowell, for presentation at the meeting of the trustees of the college. Dr. Allen is himself a member of the board, has been on the "gymnasium committee" from the beginning of the physical culture movement of the college, and this, together with the deep interest that he takes in all physical and sanitary questions, renders him a most fitting historian of this movement, and an admirable judge of its success and influence. The distinguishing feature of the department of physical instruction at Amherst is, that regular exercise and training at the gymnasium are made obligatory upon the student, just as much as attendance in the recitation room, or upon any other of the college exercises, and hence the great success that Dr. Allen shows has followed its establishment. Other colleges and schools were provided with gymnasiums and facilities for exercises long before Amherst had them, but they failed to be of much use, because there was no regular, systematic instruction and drill. Amherst is the first college, so far as we know, to institute a department of physical education, under the charge of a competent professor, who is also a regularly educated physician, and make instruction and exercise in this line a part of the regular college course.

Dr. Allen, in beginning, gives special credit to President Stearns for his interest and efforts in establishing the department; describes the plan of it as eventually adopted, together with the gymnasium building; touches lightly upon the brief service of the first professor, which, if it had continued much longer, would have brought contempt and failure upon the movement, and then goes on, from the time of the fortunate appointment of Dr. Edward Hitchcock as head of the department, in 1861, to give a history of it, its progress and its success. He shows how experience has answered and dissipated all objections; how the exercises have been regarded by parents, by students, and by the press; and declares that the good effects of the department are shown, after an experience of eight years, during which more than 600 students have enjoyed its advantages, in a decided improvement in the very countenance and general physique of the students; in the more vigorous and graceful use of the limbs and body; in a noticeable increase of cheerfulness, hopefulness and buoyancy of spirits; in the remarkable exemption of the students from disease; in a surprising improvement in the present health of the students as compared with ten or fifteen years ago, and this on the testimony of a carefully kept register; in a marked evidence of improved health in every class each year after entering college; in a gain, generally, in the items of "vital statistics"; and, finally, in the raising of the general standard of scholarship.

Dr. Allen devotes some additional pages to pointing out the advantages that the system of Amherst has over various other kinds of exercises, in which it appears that he has a very low opinion of boat racing, now so popular at some of our colleges; and dwells upon the importance of recognizing the intimate connection between the improvement of the mind and the culture of the body, in

words that, coming from such a source, should everywhere be received with the weight of authority. An appendix contains tables of figures, showing the correctness of statements elsewhere made, also valuable testimony in favor of the department from several classes of students. The pamphlet will be of particular interest to parents who are about deciding where to send their sons to college, and should have a tendency to stir up the authorities of our other institutes of learning to imitate Amherst in the matter of physical education. — *Springfield Republican*.

NEW NORMAL INSTITUTE.

We desire to call attention to the notice in our advertising pages of this school for the training of teachers in gymnastics, to be opened on the 19th of July, at the GLENWOOD LADIES' SEMINARY, West Brattleboro', Vt.

Mr. Welch, the Principal, is said to be one of the best teachers of gymnastics in the country, — a gentleman and a scholar. Having taught for several years in Yale and Dartmouth colleges his system has been put to the best possible test.

CORRECTION.

The article on "Illinois Normal School System," in the July number, by some accident after the proof was read, was credited to "D." instead of J. D. Philbrick, as it should have been.

"A CARD."

The senior Editor of the *Teacher*, while making all due acknowledgments for the "Card" relating to himself, which appeared in the July number, desires to say that it was published without his consent or knowledge.

UNUSUAL OFFER

Of a distinguished Commercial, Normal and Classical Academy, located in a growing city of 25,000 inhabitants, for *Four Thousand Dollars* (\$4,000, in one cash payment), which is the amount of its annual income as well as the value of the property. Interested parties by addressing Charles Hutchins, Esq., 33 Pemberton Square, Boston, to whom the proprietor is permitted to refer, will receive an early reply.